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ABSTRACT

This report describes progress made in the implementation of Connecticut's strategic plan to ensure racial and ethnic diversity. Connecticut's public colleges and universities are becoming more diverse each year, and 2002 continued that trend. Both the overall numbers and proportions of enrolled students, graduates, and professional employees from minority groups reached record levels. However, elements of under representation remained in types of enrollment and number of degrees conferred and in employment ranks. In fall 2002, minorities (Hispanic/Latino, African American, Asian American, and Native American) comprised 23.1% of all undergraduate students enrolled in the state's public institutions of higher education, exceeding their representation in the state's population for the fifth consecutive year. During the 2001-2002 academic year, minority students received 16.9% of all undergraduate degrees conferred by the state's public colleges and universities. Among the full-time professionals employed by the state's public institutions of higher education, 15.8% were minority group members at the end of 2002. A closer look at the data show that Hispanics/Latinos are the only minority group whose overall enrollment level has not reached their proportion of the state's population. Hispanic/Latino and African American students are over represented at community colleges and underrepresented at universities. The graduation rates of Hispanic/Latino and African American students are rising but have not achieved the pace set by their enrollment growth. The report also describes the Minority Advancement Program of the Board of Governors for Higher Education and summarizes its activities and progress in 2002. (SLD)

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Annual Report

March 2003

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

ED 476 663

Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education

2003

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Executive Summary

Connecticut's public colleges and universities are becoming more racially and ethnically diverse and 2002 continues that trend. Both the overall numbers and proportions of enrolled students, graduates and professional employees from minority groups reached record levels. However, despite annual progress, elements of underrepresentation persist in types of enrollment, number of degrees conferred and within employment ranks.

The overall trends:

- In fall 2002, minorities (Hispanic/Latino, African American, Asian American and Native American) comprised 23.1 percent of all undergraduate students enrolled in the state's public institutions of higher education, exceeding their presence in the state's population for the fifth consecutive year. According to the latest Census Bureau report, these groups comprise 20.7 percent of the state's population. From fall 1984 to fall 2002, the number of minority students enrolled in the public institutions grew by 161.9 percent, an average annual increase of nearly 5.5 percent. From fall 2001 to fall 2002, there was a 6.8 percent increase.

- During the 2001-02 academic year, minority students received 16.9 percent of all undergraduate degrees (associate and bachelor's degrees) conferred by the state's public colleges and universities. From the 1984-85 academic year to the 2001-02 academic year, the number of minority students receiving undergraduate degrees at the public institutions grew by 131.4 percent, an average annual increase of approximately 5.1 percent. From 2000-01 to fall 2001-02, there was a 4.7 percent increase.

- Among the full-time professionals employed by the state's public institutions of higher education, 15.8 percent were minority group members at the end of 2002. The professional workforce consists of those individuals employed as administrators/officials, faculty or professional staff members. From 1983 to 2002, the number of minorities employed as professionals in the public institutions grew by 176.4 percent, an average annual increase of nearly 5.5 percent. From 2001 to 2002, there was a 6.1 percent increase.

Nevertheless, a closer examination of the aggregated data reveals several persistent instances where progress has occurred at less than desirable rates. For example:

- Hispanic/Latinos are the only minority group whose overall enrollment level has not reached their proportion of the state's population.

- Hispanic/Latino and African American students are overrepresented in their enrollment at community colleges and underrepresented at universities.

- The graduation rates of Hispanic/Latino and African American students are rising but have not achieved the pace set by enrollment growth.

- The employment of Hispanic/Latinos within each of the professional occupational categories is woefully below their population percentage. The same is true of African Americans within the ranks of institutional faculty members and for Asian Americans among officials/administrators.

Representative parity of minority groups at public colleges and universities is a longstanding goal of the Board of Governors for Higher Education, as first outlined in its 1984 *Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education*. Although the *Strategic Plan* mandates no numeric goals, it holds campuses to the ideal that the racial and ethnic make-up of their students, graduates and staff should reflect the diversity of the state's citizenry. Despite impressive growth over the course of the past 19 years, disproportional levels of achievement in minority enrollment, graduation and employment persist.

In response to the ongoing need for systemic efforts to promote campus diversity, the Board of Governors periodically makes adjustments in its **Minority Advancement Program** – the funding programs and programmatic initiatives undertaken to advance the attainment of the state's diversity goals for public higher education. This report summarizes the activities and progress achieved in 2002 to ensure that Connecticut's public colleges and universities are representative of the state's racial and ethnic diversity.

Background of the Strategic Plan

Creation of a *Strategic Plan to Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education* was among the original statutory mandates assigned to the Board of Governors of Higher Education by its 1982 enabling legislation. As stated in statute, the purpose of the plan is to "ensure that students, faculty, administrators and staff at each public institution are representative of the racial and ethnic diversity of the total population of the state."

Adopted in 1984, the Board's *Strategic Plan* requires each public college and university to develop its own annual approach for expanding diversity among students based on the following goals:

- **to enroll** African American, Hispanic/Latino, Asian American and Native American students in proportions that reflect each group's representation in the college's service area.
- **to retain** African American, Hispanic/Latino, Asian American and Native American students in proportions equal to the rate achieved by the college's student body as a whole.
- **to graduate** African American, Hispanic/Latino, Asian American and Native American students in proportions that reflect each group's representation in the college's student population.

In 1996, the Board of Governors reaffirmed these goals when it revised its original *Strategic Plan* following an extensive assessment of its effectiveness. As a result, each public college and university is now required to have:

- **measurable objectives** consistent with diversity goals and strategies to achieve them,
- **an action plan** for systemic implementation of strategies to attain goals and
- **an evaluation plan** to document progress toward meeting objectives and to inform decision-making about needed alterations and new directions.

A college may demonstrate progress toward the attainment of their student diversity goals by: (1) maintaining a representative level of goal attainment, (2) reaching its representative level of goal attainment, or (3) by closing by one-half the existing gap between the representative level of goal attainment and the college's current level of goal attainment. Portions of the Minority Advancement Program (MAP) funds are distributed to reward and support public institutions for their efforts to meet their goals. In fact, the MAP component known as the Connecticut College Access and Success (ConnCAS) Program is Connecticut higher education's only performance-funded grant program.

In fall 2002, the Commissioner of Higher Education issued a Request-For-Plans to each of the state's public institutions of higher education. This request requires the institutions to submit five-year plans known as the *Strategic Plan to Promote the College Access and Success of Underrepresented Minority Students*. Within these plans, the institutions established student diversity goals for the enrollment, retention and graduation for each of the four underrepresented minority groups. Presented in an appendix to this report are tables summarizing institutions' current levels of goal attainment.

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Success in Achieving Student Goals

Connecticut's public colleges and universities are becoming more diverse every year, and 2002 was no exception. The numbers of students and graduates from minority groups are higher than ever, although distinct concentrations of underrepresentation at certain levels of study remain troubling.

Minority Enrollment

Last fall, the state's public colleges and universities enrolled 91,759 undergraduates, of whom 21,176 or 23.1 percent were members of the four underrepresented minority groups (Hispanic/Latino, African American, Asian American and Native American). The change in minority enrollment is an increase of 1,357 or 6.8 percent over fall 2001. In comparison to fall 1998, minority enrollment has grown by 33.1 percent – an average annual growth rate of 7.4 percent. From fall 1984 to fall 2002, the number of minority students enrolled in the public institutions grew by 13,092 or 161.9 percent - an average annual increase of nearly 5.5 percent. Thus, while the year-to-year increase in 2002 was not as large as other recent years, growth in the immediate short-term is greater than long-term growth.

The 2002 enrollment percentage exceeds the representation of these groups in the state's general population which stands at 20.7 percent based on the 2000 U.S. Census, and continues a trend begun in 1997 (Table 1).

Table 1
Minority Undergraduate 2001 Enrollment
Connecticut Public Higher Education

Minority Group	# of Students	% of All Students	% Population
Hispanic/Latino	7,567	8.2	9.4
African American	9,949	10.8	8.7
Asian American	3,283	3.6	2.4
Native American	377	0.4	0.2
Total	21,176	23.1	20.7

As illustrated above, Hispanic/Latinos comprise the only minority group whose enrollment level does not exceed its population percentage. However, Hispanic/Latinos – now the state's largest minority group – experienced the most growth in enrollment over the past 20 years.

As illustrated in Chart 1 below, minority enrollment has risen by 5,262 students or 33.1 percent. In contrast, non-minority enrollment grew only 10.8 percent. Clearly, more minority students are pursuing a college education and college efforts to attract a more diverse student body are succeeding.

The presence of minority students within each system of the public higher education sector, how-

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Chart 1
Minority Undergraduate Enrollment
Connecticut Public Higher Education
Fall 1998-Fall 2002

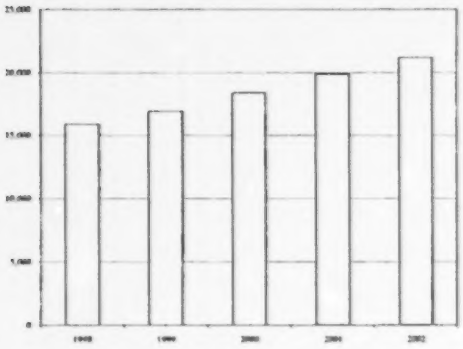
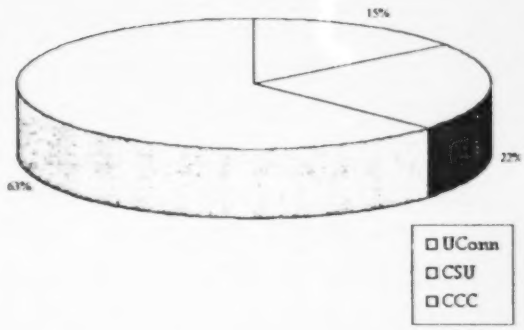


Chart 2
Minority Undergraduate 2002
Enrollment By Sector
Connecticut Public Higher Education



ever, varies greatly and does not exemplify representative distribution (Chart 2). More than 63 percent of all minorities (13,414) are enrolled in Connecticut Community Colleges (CCC). About 22 percent attend the Connecticut State University (CSU) system and only 15 percent matriculated at the main campus or branches of the University of Connecticut (UConn). In contrast to these figures, of all students attending the state's public colleges and universities in fall 2002, 49 percent attend CCC campuses, 31 percent attend CSU campuses and 20 percent attend UConn campuses.

While there have been significant numerical changes, there has been little shifting in the distribution of minority students among the three public higher education systems. UConn has remained virtually unchanged in the proportion of all minority students attending its campuses over the last five years, with the CSU system declining by 3 percent and the community colleges increasing by 3 percent. Numerically, UConn's minority enrollment has grown by 32.9 percent, CSU by 17.7 percent and CCC by 39.4 percent, over this five-year span.

Asian American and Native American students have achieved representative parity in their enrollment levels at each of the state's higher education systems. Hispanic/Latino and African American students have achieved representative parity at Connecticut Community Colleges (Table 2).

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Table 2
Minority Undergraduate 2002 Enrollment and Degrees Conferred
Connecticut Public Higher Education

	Population %[1]	Enrollment %	Degree %
Total Minority	20.7	23.1	16.9
By Group			
Hispanic/Latino	9.4	8.2	5.9
African American	8.7	10.8	7.3
Asian American	2.4	3.6	3.3
Native American	0.2	0.4	0.4
By System			
University of Connecticut	20.7	16.7	15.0
Hispanic/Latino	9.4	5.1	5.1
African American	8.7	5.0	4.4
Asian American	2.4	6.3	5.3
Native American	0.2	0.3	0.3
Connecticut State University	20.7	16.5	14.1
Hispanic/Latino	9.4	5.1	5.1
African American	8.7	8.3	6.3
Asian American	2.4	2.6	2.2
Native American	0.2	0.4	0.5
Community Colleges	20.7	29.9	21.9
Hispanic/Latino	9.4	11.5	7.6
African American	8.7	14.9	11.2
Asian American	2.4	3.1	2.8
Native American	0.2	0.5	0.3

[1]U.S. Census Bureau 2000 Census Data

Degrees Conferred to Minority Students

As the number of minority undergraduates has climbed, so too has their share of associate and bachelor's degrees, reaching an all-time high of 16.9 percent of degrees conferred during the 2001-02 academic year. The number of degrees received by minority recipients was 1,680, an increase of 76 or 4.7 percent from 2000-01 and a 19.2 percent increase from 1996-97. Over the last five years, the public systems have seen the number of undergraduate degrees awarded to minorities grow by an average of 54 each year, an annual growth rate of nearly 3.7 percent.

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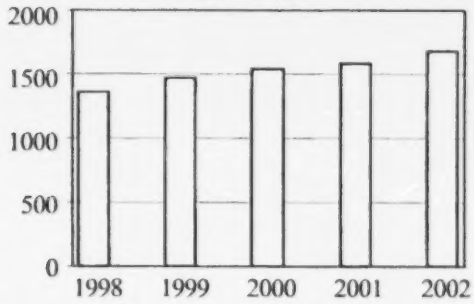
Chart 3
Degrees Awarded to Minority Undergraduates
Connecticut Public Higher Education
1998-2002



Mirroring overall enrollment patterns, the number of degrees awarded to minorities was not distributed proportionately among the state public higher education systems. The community colleges conferred the largest number at 710, representing almost 42 percent of all degrees conferred upon minority group members. CSU was next with 533 degrees, or 32 percent. Another 26 percent, or 437 were awarded by UConn. There was a moderate shift in the distribution of degrees awarded to minorities among the three state systems of higher education from 1996-97 to 2001-02. UConn's proportion grew by 2 percent, CSU's grew by 5.3 percent and CCC's proportion declined by 7.3 percent.

Asian American and Native American students have achieved representative parity in their graduation levels at each of the state's higher education systems. African American students have achieved representative parity at Community Colleges. Hispanic/Latino have yet to achieve representative parity at any of the higher education systems (Table 2).

Graphs depicting long-term trends in minority undergraduate enrollment and undergraduate degrees conferred to minority students within the state's public institutions of higher education are presented in Appendix Graphs 1 and 2, respectively.

Gaps Between Minority Enrollment and Graduation

Although not a perfect barometer of persistence and graduation, comparing minority enrollment and degree production patterns against state population figures illustrates areas in need of improvement. Sharp differences continue to exist between underrepresented minority enrollment and degrees conferred, indicating that minority students continue their enrollment through graduation at a much lower rate than non-minority students.

As shown in Table 2, only Asians and Native Americans exceeded their population proportion in both enrollment and degree production. This observation is true when examining the overall data as well as figures for each of the state's higher educational systems. African Americans, while ahead on the enrollment front, are below parity in their share of degree recipients. More troubling is the performance of Hispanic/Latino students with only 5.9 percent of all degrees compared to a 9.4 percent presence in the population as a whole. This pattern is evident throughout the public systems. In fact, the likelihood that students will eventually graduate with a degree is much greater for those students enrolled in the state's universities than its community colleges.

Each of the minority groups is overrepresented among students attending the community colleges. This finding is neither surprising nor troubling given the unique mission of the community colleges. However, the fact that the state's two largest minority groups, Hispanic/ Latinos and African Americans, are so appreciably underrepresented at the public four-year universities is of considerable concern to the Department of Higher Education. The Department, however, is encouraged by a number of converging factors that might counteract this trend, including a growing awareness among Hispanic/Latino and African American students regarding the importance of a college education, emergent career opportunities with high demands for personnel and low-median projected supplies of individuals with the prerequisite skills, education or training, and a growing number of high school graduates who are Hispanic/Latino or African American.

EXPANDING THE EDUCATION PIPELINE

To help public colleges and universities meet statewide goals and bolster their own campus-led activities, the Department of Higher Education conducts the **Minority Advancement Plan (MAP)** which consists of four initiatives.

The first - the **Connecticut College Access and Success (ConnCAS) Program** - provides incentive grants to public institutions of higher education to support outreach, admission and retention activities. During 2002-03, the Department awarded $399,072 in ConnCAS Grants to 18 public colleges and universities. The size of the individual institutional grants is based institutional performance in the enrollment and graduation of underrepresented students.

The second initiative is the **Connecticut College Admission and Bridge (ConnCAB) Program** which supports summer transition activities for newly admitted students at both public and independent colleges. To qualify for this grant program, colleges must offer additional support services during the academic year using their own resources. For 2002 programming, eight institutions received $302,978 in competitive ConnCAB funds.

This year, to maximize scarce state dollars, the Department combined the ConnCAS and ConnCAB initiatives into a revised ConnCAS program. Where feasible, the Department incorporated the principal elements of ConnCAB into institutional plans to achieve their student diversity goals under the ConnCAS program, beginning in July 2003.

The third and largest state-funded component of MAP is the **Connecticut Collegiate Awareness and Preparation (ConnCAP) Program.** This program is designed to stimulate linkages between public and independent colleges and targeted school districts that will motivate and better prepare middle school and high school youths who are under-achievers and who come from low-income families where neither parent holds a bachelor's degree. The Department awards ConnCAP Grants to eligible partnerships on a competitive basis. The 2002-03 program year marked the start of a five-year funding cycle for ConnCAP programs. In early 2002, a total of 16 grant applications were submitted of which 12 were funded (Chart 4).

ConnCAP programs typically provide students with six weeks summer of intensive instruction in English, mathematics, natural sciences, social sciences and foreign languages. Supplemental activities may include study and life skills and cultural activities. During the school year, ConnCAP helps students through tutoring, counseling and career exploration. High school seniors and parents receive special help with college and financial aid applications.

Last year, the Department awarded ConnCAP programs nearly $1.7 million to provide services to 1,986 students. Among these students, 229 were high school seniors. Of these seniors, 222 or 96.9 percent graduated from high school and 207 or 93.2 percent were accepted for college admission (Table 3).

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The ConnCAP college-going rate is significantly higher than that of the state as a whole – the state's rate has been approximately 75 percent in recent years. Typically, more than 75 percent of ConnCAP graduates attend Connecticut colleges and universities. In contrast, less than 55 percent of the state's college-going students attend in state higher education institutions. ConnCAP students frequently cite the advice and support of program staff members and the recognition of their need for continued support at the college level as key reasons for their decisions to attend college within the state.

Table 3
Connecticut Collegiate Awareness and Preparation Program (ConnCAP)
Graduating Class of 2002

	Senior Students	Graduated High School	High School Graduation %	Accepted/ Enrolled in College	College-Going%
Capital Community College	9	8	88.9	8	100.0
Central CT State University	22	20	90.9	17	85.0
CPEP, Inc.	41	41	100.0	37	90.2
Eastern CT State University	7	7	100.0	7	100.0
Eastern CT State University	2	2	100.0	1	50.0
Naugatuck Valley Comm. College	26	26	100.0	26.	100.0
Southern CT State University	21	21	100.0	21	100.0
University of Bridgeport	7	7	100.0	7	100.0
University of Connecticut	17	17	100.0	15	88.2
UConn Health Center	17	17	100.0	17	100.0
University of New Haven	10	9	90.0	7	77.8
Wesleyan University	35	34	91.7	32	91.2
Western CT State University	15	13	86.7	12	92.3
Total	229	222	96.9	207	93.2

Augmenting these pipeline-building efforts is a five-year $10.5 million grant from the U.S. Department of Education to support the **Connecticut State GEAR UP Project** – the fourth component of MAP. Launched in 1999, GEAR UP prepares low-income, educationally disadvantaged students for college, beginning when the students are in the 7th grade and continuing through high school graduation.

GEAR UP provides developmental and enrichment skills to some 9,000 middle school youngsters in Bridgeport, Hartford and New Haven. Equally important, GEAR UP serves as a catalyst to promote systemic school change. Its focus on mathematics as a barrier to student success had prompted districts to alter their course offerings and counseling services. The following are examples of the type of programming implemented through GEAR UP.

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PSAT Test-taking – Bridgeport offers 8th graders the opportunity to take the preliminary SAT to give them experience with this test's structure and procedures. College Board research indicates that high school seniors who have previously taken the PSAT or SAT score significantly higher than those seniors who have no such familiarity with the test. This testing activity has indicated a strong correlation between the PSAT and the state's Connecticut Mastery Test.

Computer Math Lab – Hartford is experimenting with computer-directed instruction in Pre-Algebra and Algebra with one classroom computer laboratory in each of the Project's targeted middle schools and the district's three high schools. Unlike traditional math classrooms, students work at their own pace. In a one-to-one student to computer ratio classroom, students are presented with a comprehensive, results-oriented learning program. Teachers serve as facilitators of learning. Equipped with computer-generated assessments of students' progress, teachers give students immediate feedback and personalized attention.

Summer Math Program – New Haven and Bridgeport afford 7th and 8th grade students an opportunity to take a four-week introductory/developmental course in Algebra I in preparation to take that course during the upcoming school year. Emphasizing active learning, added course work is offered in communication skills and/or science. Counseling and college explorations also are made available to participating students. These school districts have operated their GEAR UP summer programs in conjunction with DHE's Alternate Route to Certification (ARC) program, which places student teachers in classrooms under the guidance of master teachers to gain teaching experience. Simultaneously, the student teachers engage in course work in preparation to obtaining a teaching certificate.

In addition, GEAR UP awarded more than $1 million in scholarships during the 2002-03 academic year to 216 low-income youths throughout the state. The GEAR UP Connecticut College Scholarships are intended to fill the gap between financial aid packages and colleges costs, in some instances displacing student loans. Scholarships are renewable through the term of the five-ear federal grant, as long as recipients attend college full-time and remain in good academic standing.

Of the GEAR UP Scholarship recipients, 100 were ConnCAP or ConnCAB participants. Fifty-one attend the University of Connecticut, 39 are at Connecticut State University, 3 are enrolled at community colleges and 41 attend the state's independent colleges and universities.

Chart 4
Connecticut Collegiate Awareness and Preparation Program (ConnCAP) Programs
July 1, 2002 – June 30, 2003

General Programming: provides enrichment activities during the summer, and academic year programs that stress preparation for college.

1. Capital Community College
2. Central Connecticut State University
3. Eastern Connecticut State University (New London)
4. Eastern Connecticut State University (Windham)
5. Naugatuck Valley Community College
6. University of Connecticut
7. Wesleyan University
8. Western Connecticut State University

Special Emphasis Programming: focuses on specific curriculum areas or preparation for specific careers.

1. CPEP, Inc. – engineering, mathematics and science
2. University of Connecticut Health Center – pre-medical, pre-dental, allied health

General/Special Emphasis Programming: focuses on specific curriculum areas or preparation for specific careers and requires summer as well as academic year programs.

1. Southern Connecticut State University – teacher preparation
2. University of Bridgeport – engineering, mathematics and science

ConnCAP Service Areas & Student Served

Institution	Service Area	# of Students
Capital Community College	Bloomfield, East Hartford Windsor	80
Central Connecticut State University	New Britain	135
CPEP, Inc.	12 Urban Areas	976
Eastern Connecticut State University	New London	68
Eastern Connecticut State University	Windham	74
Naugatuck Valley Community College	Waterbury	126
Southern Connecticut State University	New Haven	111
University of Bridgeport	Bridgeport	72
University of Connecticut	Hartford	50
University of Connecticut Health Center	Statewide	59
Wesleyan University	Middletown, Meriden, Portland	120
Western Connecticut State University	Danbury	56
Total		**1,926**

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Achieving Parity Among Professional Staff

In a manner similar to its student diversity goals, the Board of Governors' *Strategic Plan* seeks to ensure that officials/administrators, faculty members, and professional staff members are representative of the racial and ethnic composition of the state's population as a whole.

The Board of Governors requires that each public college and university develop plans to employ Hispanic/Latinos, African Americans, Asian Americans and Native Americans among the institutions' full-time professional occupational categories (officials/administrators, faculty and professional staff) in proportions reflective of each group's representation in the institution's availability pool. Each institution must have:

- measurable objectives consistent with staff diversity goals,
- an action plan for implementing appropriate strategies, and
- an evaluation plan to document progress and to inform decision-making.

Each institutional plan includes 12 measurable goals (four racial/ethnic groups times three occupational categories) and strategies to achieve them. Goals may be achieved by:

- maintaining current levels of goal attainment if parity has been achieved,
- achieving the prescribed level of goal attainment, or
- closing by one-half the existing gap between the desired level of goal attainment and the institution's current level of goal attainment.

Members of the Board of Governors' Strategic Plan Peer Review Committee review initial institutional plans which are then assessed annually by the Department of Higher Education. The state's public institutions of higher education are scheduled to develop and submit for approval five-year, staff diversity plans during the 2003-04 fiscal year.

Success in Achieving Staff Goals

Among the three professional workforce categories (officials/administrators, faculty and professional staff), the number of minority group members reached 1,290 at the end of 2002, up 74 from the previous year. Their share of the professional workforce is 15.8 percent, up by 3.9 percent from the year before (Table 4).

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Table 4
Minority Full-Time Professionals
in Connecticut Public Higher Education: 2002

	Administrators/ Officials	Faculty	Professionals	Total	% State Population
Hispanic/Latino					
Number	13	114	147	274	
Percent	2.3	3.2	3.7	3.4	9.4
African American					
Number	59	173	306	538	
Percent	10.4	4.9	7.6	6.6	8.7
Asian American					
Number	7	239	201	447	
Percent	1.2	6.7	5.0	5.5	2.4
Native American					
Number	0	17	14	31	
Percent	0.0	0.5	0.3	0.4	0.2
Total					
Number	79	543	668	1,290	
Percent	13.9	15.2	16.6	15.8	20.7

Source: "2002 Staff Diversity in Full-Time Employment" reports to DHE-OEO by institutional affirmative action officers

The minority composition of the professional workforce is below their representation of 20.7 percent in the state's general population. On the whole, the percentage of Asian Americans across the three professional categories at 5.5% is more than double their representation in the state's general population which is 2.4 %. The percentage of Native Americans among the professional workforce is 0.4%, twice their population proportion at 0.2%. African Americans comprise 8.7% of the state's population and 6.6% of professionals. Hispanic/Latinos make up 3.4% of the professional workforce and 9.4% of the state's population.

Within the three professional categories, wide differences exist across minority groups, ranging from a low of 0.0 percent for Native Americans among administrators/ officials to a high of 10.4 percent for African Americans among that occupational category. However, population proportions are not appropriate standards to assess the diversity of the professional workforce. A more suitable measure of staff diversity is the availability pool – a complex amalgamation of data that defines the degree to which individuals from various racial/ethnic/gender groupings was available to be employed.

Tables 5A, 5B, 5C and 5D below present minority professional employment by institution.

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Table 5A
2002 Minority Employment
Connecticut Public Higher Education
Officials/Administrators

Institution	Hispanic/ Latino #	Hispanic/ Latino %	African American #	African American %	Asian American #	Asian American %	Native American #	Native American %	ALL MINORITIES #	ALL MINORITIES %
University of Connecticut	**4**	**1.5**	**14**	**5.1**	**3**	**1.1**	**0**	**0.0**	**21**	**7.6**
UConn, Storrs	3	2.5	10	8.2	3	2.5	0	0.0	16	13.1
UConn Health Center	1	0.7	4	2.6	0	0.0	0	0.0	5	3.3
Connecticut State University	**5**	**3.3**	**20**	**13.3**	**4**	**2.7**	**0**	**0.0**	**29**	**19.3**
Central	1	2.5	5	12.5	0	0.0	0	0.0	6	15.0
Eastern	1	3.1	4	12.5	2	6.3	0	0.0	7	21.9
Southern	2	5.4	4	10.8	1	2.7	0	0.0	7	18.9
Western	2	2.4	7	17.1	1	2.4	0	0.0	9	22.0
Community Colleges	**4**	**2.8**	**25**	**17.4**	**0**	**0.0**	**0**	**0.0**	**29**	**20.1**
Asnuntuck	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Capital	0	0.0	2	22.2	0	0.0	0	0.0	2	22.2
Gateway	1	7.7	2	15.4	0	0.0	0	0.0	3	23.1
Housatonic	0	0.0	4	40.0	0	0.0	0	0.0	4	40.0
Manchester	1	5.6	4	22.2	0	0.0	0	0.0	5	27.8
Middlesex	1	12.5	2	25.0	0	0.0	0	0.0	3	37.5
Naugatuck Valley	0	0.0	2	11.8	0	0.0	0	0.0	2	11.7
Northwestern CT	0	0.0	3	23.1	0	0.0	0	0.0	3	23.1
Norwalk	0	0.0	3	18.8	0	0.0	0	0.0	3	18.8
Quinebaug Valley	1	10.0	0	0.0	0	0.0	0	0.0	1	10.0
Three Rivers	0	0.0	2	18.2	0	0.0	0	0.0	2	18.2
Tunxis	0	0.0	1	10.0	0	0.0	0	0.0	1	10.0
Total	**13**	**2.3**	**59**	**10.4**	**7**	**1.2**	**0**	0.0	**79**	**13.9**

Table 5B
2002 Minority Employment
Connecticut Public Higher Education
Faculty Members

Institution	Hispanic/ Latino #	Hispanic/ Latino %	African American #	African American %	Asian American #	Asian American %	Native American #	Native American %	ALL MINORITIES #	ALL MINORITIES %
University of Connecticut	**50**	**3.1**	**46**	**2.8**	**156**	**9.7**	**5**	**0.3**	**257**	**15.9**
UConn, Storrs	41	3.6	38	3.3	105	9.1	2	0.2	186	16.2
UConn Health Center	9	1.9	8	1.7	51	10.9	3	0.6	71	15.2
Connecticut State University	**46**	**3.8**	**76**	**6.3**	**70**	**5.8**	**5**	**0.4**	**197**	**16.4**
Central	19	4.6	32	7.7	19	4.6	2	0.5	72	17.3
Eastern	12	6.9	12	6.9	13	7.4	2	1.1	39	22.3
Southern	8	1.9	25	6.1	21	5.1	1	0.2	55	13.3
Western	7	3.5	7	3.5	17	8.5	0	0.0	31	15.6
Community Colleges	**18**	**2.4**	**51**	**6.8**	**13**	**1.7**	**7**	**0.9**	**89**	**11.9**
Asnuntuck	0	0.0	1	4.3	0	0.0	0	0.0	1	4.3
Capital	2	3.5	6	10.5	1	1.8	0	0.0	9	15.8
Gateway	4	4.8	8	9.5	3	3.6	1	1.2	16	19.0
Housatonic	2	2.9	8	11.8	1	1.5	1	1.5	12	17.6
Manchester	0	0.0	5	5.7	3	3.4	0	0.0	8	9.1
Middlesex	2	5.1	2	5.1	1	2.6	1	2.6	6	15.4
Naugatuck Valley	4	4.0	6	5.9	1	1.0	1	1.0	12	11.9
Northwestern CT	0	0.0	3	10.7	0	0.0	0	0.0	3	10.7
Norwalk	2	2.2	6	6.7	2	2.2	0	0.0	10	11.2
Quinebaug Valley	0	0.0	1	5.0	0	0.0	0	0.0	1	5.0
Three Rivers	1	1.1	4	4.3	0	0.0	1	1.1	6	6.5
Tunxis	1	1.8	1	1.8	1	1.8	2	3.6	5	9.1
Total	**114**	**3.2**	**173**	**4.9**	**239**	**6.7**	**17**	**0.5**	**543**	**15.2**

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Table 5C
2002 Minority Employment
Connecticut Public Higher Education
Professional Staff Members

Institution	Hispanic/ Latino #	Hispanic/ Latino %	African American #	African American %	Asian American #	Asian American %	Native American #	Native American %	ALL MINORITIES #	ALL MINORITIES %
University of Connecticut	**91**	**3.1**	**193**	**6.6**	**163**	**5.6**	**9**	**0.3**	**456**	**15.5**
UConn, Storrs	50	3.0	104	6.2	111	6.6	7	0.4	272	16.2
UConn Health Center	41	3.3	89	7.1	52	4.1	2	0.2	184	14.7
Connecticut State University	**30**	**5.3**	**52**	**9.3**	**24**	**4.3**	**0**	**0.0**	**106**	**18.9**
Central	11	6.2	14	7.9	3	1.7	0	0.0	28	15.7
Eastern	6	5.5	14	12.7	5	4.5	0	0.0	25	22.7
Southern	7	3.8	18	9.8	9	4.9	0	0.0	34	18.6
Western	6	6.7	6	6.7	7	7.8	0	0.0	19	21.1
Community Colleges	**26**	**4.9**	**61**	**11.5**	**14**	**2.6**	**5**	**0.9**	**106**	**19.9**
Asnuntuck	0	0.0	3	11.5	2	7.7	0	0.0	5	19.2
Capital	5	11.1	8	17.8	2	4.4	0	0.0	15	33.3
Gateway	2	4.5	7	15.9	1	2.3	0	0.0	10	22.7
Housatonic	2	4.1	8	16.3	2	4.1	1	2.0	13	26.5
Manchester	7	10.9	8	12.5	1	1.6	0	0.0	16	25.0
Middlesex	2	5.1	3	7.7	0	0.0	2	5.1	7	17.9
Naugatuck Valley	3	4.4	1	1.5	1	1.5	0	0.0	5	7.4
Northwestern CT	0	0.0	3	9.4	1	3.1	0	0.0	4	12.5
Norwalk	2	3.8	9	17.3	2	3.8	0	0.0	13	25.0
Quinebaug Valley	2	8.7	1	4.3	1	4.3	0	0.0	4	17.4
Three Rivers	1	2.6	6	15.4	0	0.0	0	0.0	7	17.9
Tunxis	0	0.0	4	7.8	1	2.0	2	3.9	7	13.7
Total	**147**	**3.7**	**306**	**7.6**	**201**	**5.0**	**14**	**0.3**	**668**	**16.6**

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Table 5D
2002 Minority Employment
Connecticut Public Higher Education
ALL PROFESSIONALS

Institution	Hispanic/ Latino #	%	African Ameircan #	%	Asian American #	%	Native American #	%	ALL MINORITIES #	%
University of Connecticut	**145**	**3.0**	**253**	**5.2**	**322**	**6.7**	**14**	**0.3**	**734**	**15.2**
UConn, Storrs	94	3.2	152	5.2	219	7.4	9	0.3	474	16.1
UConn Health Center	51	2.7	101	5.4	103	5.5	5	0.3	260	13.9
Connecticut State University	**81**	**4.3**	**148**	**7.9**	**98**	**5.2**	**5**	**0.3**	**332**	**17.4**
Central	31	4.9	51	8.1	22	3.5	2	0.3	106	16.7
Eastern	19	6.0	30	9.5	20	6.3	2	0.6	71	22.4
Southern	17	2.7	47	7.4	31	4.9	1	0.2	96	15.2
Western	14	4.2	20	6.1	25	7.6	0	0.0	59	17.9
Community Colleges	**48**	**3.4**	**137**	**9.6**	**27**	**1.9**	**12**	**0.8**	**224**	**15.8**
Asnuntuck	0	0.0	4	6.9	2	3.4	0.	0.0	6	10.3
Capital	7	6.3	16	14.4	3	2.7	0	0.0	26	23.4
Gateway	7	5.0	17	12.1	4	2.8	1	0.7	29	20.6
Housatonic	4	3.1	20	15.7	3	2.4	2	1.6	29	22.8
Manchester	8	4.7	17	10.0	4	2.4	0	0.0	29	17.1
Middlesex	5	5.8	7	8.1	1	1.2	3	3.5	16	18.6
Naugatuck Valley	7	3.8	9	4.8	2	1.1	1	0.5	19	10.2
Northwestern CT	0	0.0	9	12.3	1	1.4	0	0.0	10	13.7
Norwalk	4	2.5	18	11.4	4	2.5	0	0.0	26	16.5
Quinebaug Valley	3	5.7	2	3.8	1	1.9	0	0.0	6	11.3
Three Rivers	2	1.4	12	8.5	0	0.0	1	0.7	15	10.6
Tunxis	1	0.9	6	5.2	2	1.7	4	3.4	13	11.2
Total	**274**	**3.4**	**538**	**6.6**	**447**	**5.5**	**31**	**0.4**	**1290**	**15.8**

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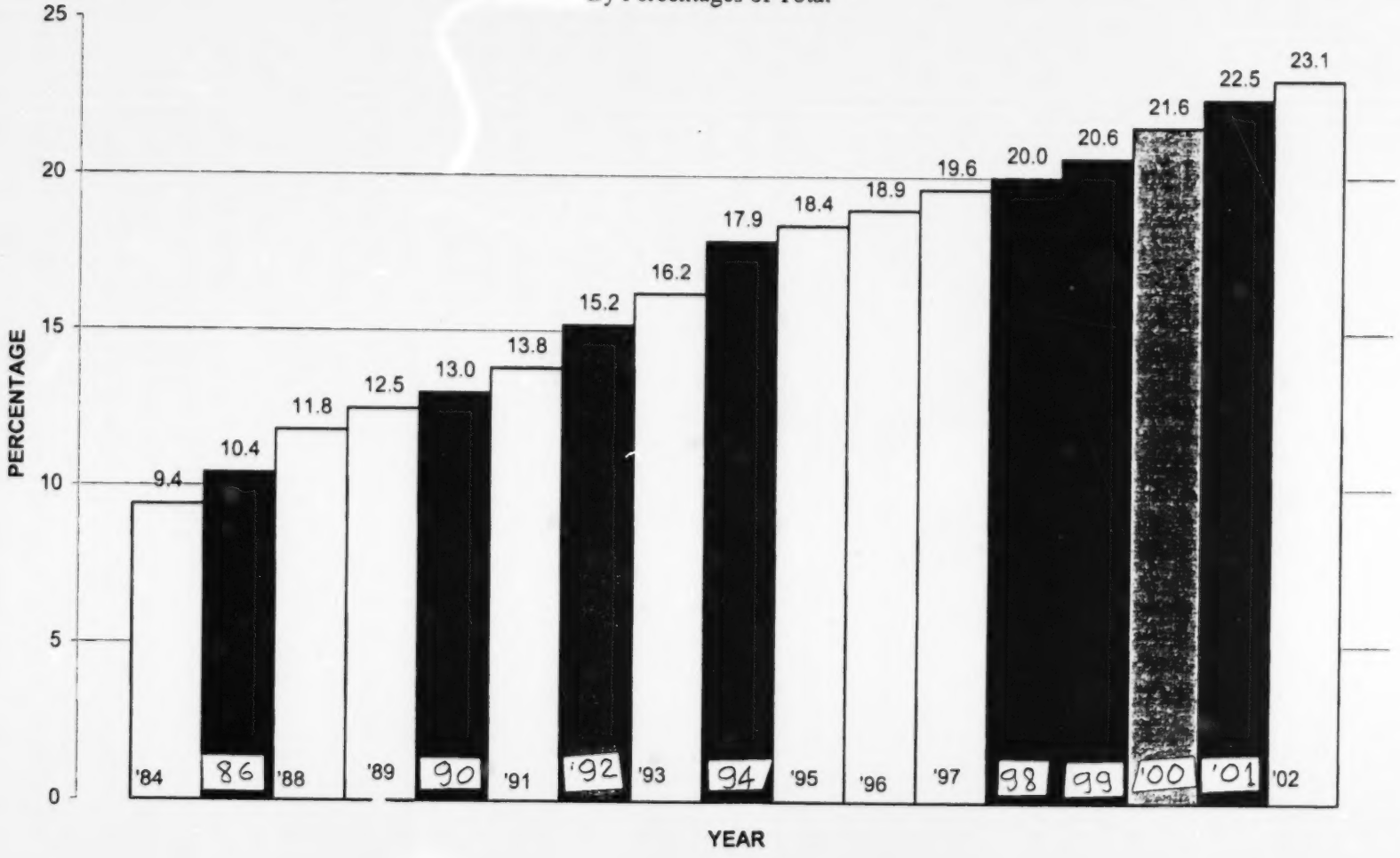
Graph 1
Undergraduate Enrollment of Minority Students in Connecticut Public Higher Education
By Percentages of Total



Graph 2
Minority Undergraduate Degree Recipients in Connecticut Higher Education
By Percentages of Total

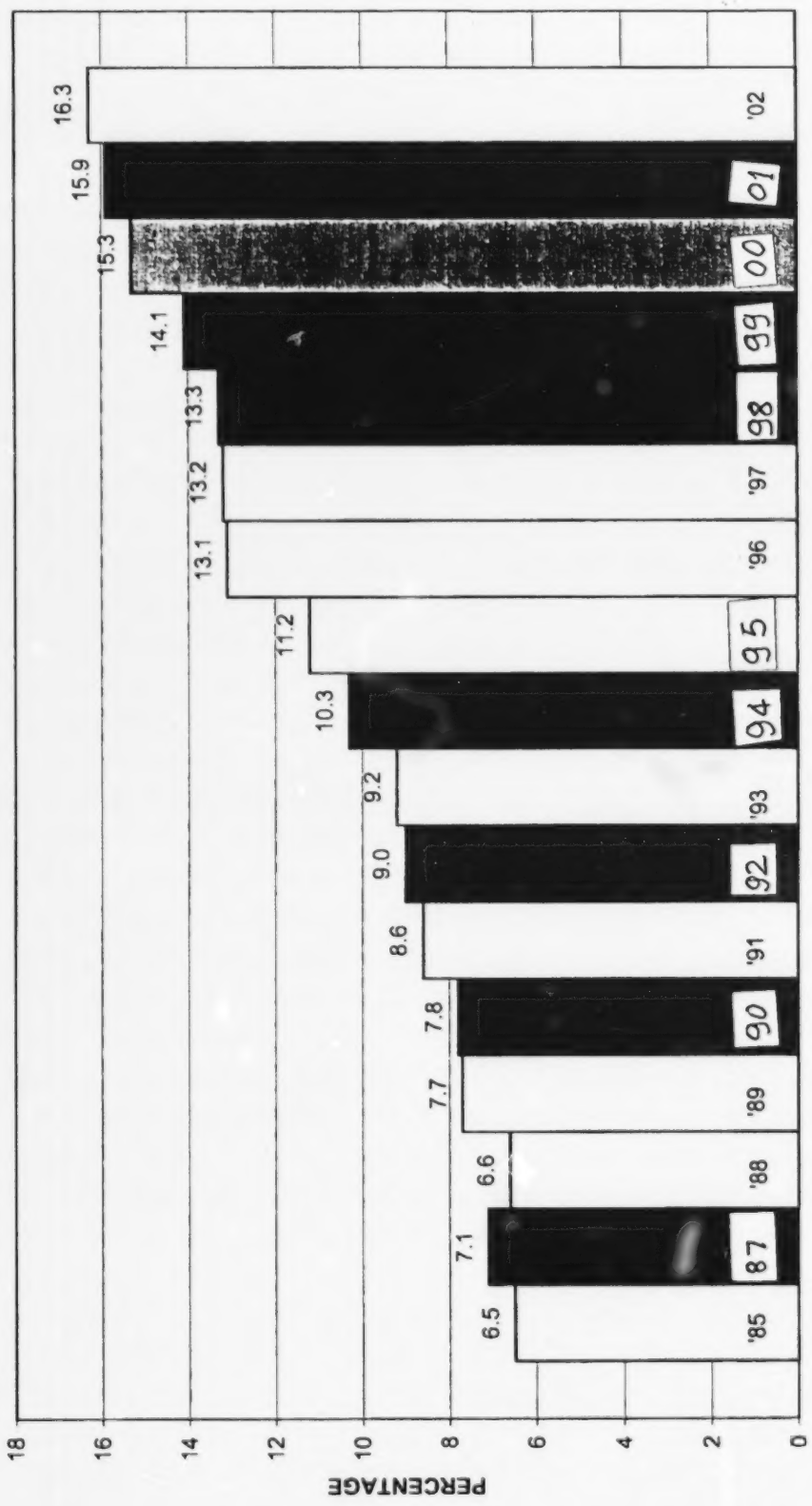


Table A
Institutional Student Diversity Goals
Strategic Plans' Five-Year Period: July 1, 2003 - June 30, 2008
Undergraduate Student Enrollment
(current performance level* by percentages)

	UNDERREPRESENTED STUDENTS			
INSTITUTION	**Hispanic/ Latino**	**African American**	**Asian American**	**Native American**
Asnuntuck Community College	3.9	9.6	1.9	0.3
Capital Community College	23.7	35.8	3.9	0.2
Gateway Community College	12.2	23.4	2.9	0.4
Housatonic Community College	20.3	27.5	3.0	0.1
Manchester Community College	8.8	12.2	4.0	0.4
Middlesex Community College	6.9	7.0	2.3	0.4
Naugatuck Valley Community College	8.9	7.4	2.1	0.4
Northwestern CT Community College	3.2	2.1	1.6	0.1
Norwalk Community College	16.1	17.7	4.7	0.1
Quinebaug Valley Community College	6.9	1.3	1.5	0.7
Three Rivers Community College	4.9	7.0	2.4	1.9
Tunxis Community College	7.8	5.5	2.8	0.5
Charter Oak State College	4.7	9.5	2.0	2.8
Central Connecticut State University	5.2	6.9	3.0	0.4
Eastern Connecticut State University	3.5	7.0	1.4	0.9
Southern Connecticut State University	5.9	12.2	2.5	0.2
Western Connecticut State University	5.3	6.0	3.3	0.3
University of Connecticut	5.1	5.0	6.3	0.3

Goal Statement Color Codes:

Maintain/exceed current performance level which equals/exceeds representative level of enrollment

Achieve the representative level of enrollment by the end of the plan period

Close by 1/2 the existing gap between current performance level and representative level of enrollment

*Fall 2002

NOTE: Institutional goals for 4-year institutions based upon each minority group's representation in the state's population according to 2000 Census, for community colleges the goals are based upon minority group populations in their respective service areas.

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Table B
Institutional Student Diversity Goals
Strategic Plans' Five-Year Period: July 1, 2003 - June 30, 2008
Undergraduate Graduation
(current performance level* by percentages)

	UNDERREPRESENTED STUDENTS			
INSTITUTION	Hispanic/ Latino	African American	Asian American	Native American
Asnuntuck Community College	0.0	2.6	1.3	0.0
Capital Community College	12.1	34.9	3.7	0.0
Gateway Community College	11.6	18.8	3.2	0.0
Housatonic Community College	18.3	24.6	2.5	0.4
Manchester Community College	6.2	9.0	4.8	0.5
Middlesex Community College	3.2	2.8	3.7	0.5
Naugatuck Valley Community College	5.8	6.0	1.4	0.2
Northwestern CT Community College	0.0	0.8	0.8	0.0
Norwalk Community College	13.0	14.2	4.0	0.0
Quinebaug Valley Community College	0.0	0.9	2.6	0.0
Three Rivers Community College	0.4	5.7	0.2	0.6
Tunxis Community College	4.3	3.0	1.3	1.3
Charter Oak State College	4.2	6.9	2.7	0.8
Central Connecticut State University	5.0	5.8	2.7	0.3
Eastern Connecticut State University	5.0	5.5	2.4	1.7
Southern Connecticut State University	4.5	7.7	1.3	0.0
Western Connecticut State University	6.6	6.0	2.3	0.3
University of Connecticut	5.1	4.4	5.3	0.3

Goal Statement Color Codes:

Maintain/exceed current performance level which equals/exceeds representative level of graduation

Achieve the representative level of graduation by the end of the plan period

Close by 1/2 the existing gap between current performance level and representative level of graduation

*2001-02 academic year

NOTE: Institutional goals for 4-year institutions based upon each minority group's representation in the state's population according to 2000 Census, for community colleges the goals are based upon minority group populations in their respective service areas.

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